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ABSTRACT

The bibliography lists information on materials for bilingual special education for Spanish dominant exceptional children. Information on author, publisher, price, and specific suitability for special needs children is presented, along with a brief description of the material. Materials are organized according to principal thrust in 10 areas: motor development, visual perceptual development, auditory perceptual development, language development, conceptual development, mathematics, social awareness, language arts, health and science, and early childhood. (CL)

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APR 2 3 1980

INTRODUCTION

Philosophy and Purpose

Bilingual Special Education is a blend of two innovative educational approaches. These approaches are Special Education itself, and Bilingual Education in general. The concepts and theoretical constructs upon which each of these specialties is based join together to build a new discipline, that of Bilingual Special Education.

Bilingual education holds two major premises. The first deals with language, and the second deals with culture. As far as language is concerned, Bilingual Special Education holds that children dominant in a language other than that in which they are being educated cannot profit from that instruction, and are therefore presented with a handicap to learning. Bilingual educators also hold that it is not tenable for a child to slow down in the educational process while acquiring the language of his educational environment, which includes the materials with which he is presented.

In addition, a child comes to school as a product of his culture, and within the child rearing practices unique to each culture lie such important facets as methods of training, methods of discipline, and, most important, the total understanding of the cultural-emotional tone of being a child.

Bilingual educators realize the importance of both of these factors, language and culture. Therefore, in essence, Bilingual Education seeks to advance the normal development of a child's learning while taking these variables into consideration. Manipulation of the educational environment, development of appropriate teaching materials, and employment of bilingual teachers of similar cultural backgrounds are some of the methods which have been used to reach this goal.

Special Education has many of the same underlying concepts as those of Bilingual Education. Basic to the philosophy is the goal of attempting to continue a child's education in as normal a developmental manner as possible, while taking into consideration any variables such as specific disabilities to learning, which may be present. Special Education also views each child as an individual learner. Depending upon what kind of picture is drawn by a child's learning behavior, Special Education takes the same path as does Bilingual Education - it attempts to manipulate educational environments and educational materials, as well as providing appropriately trained teachers.

It would appear then that from the blending of the two disciplines of Bilingual Education and Special Education that the new discipline of Bilingual Special Education is developed. This new discipline contains the philosophies of both older ones, and therefore the goals remain essentially the same. Bilingual Special Educators must be trained, educational environments must be available in which appropriate services can be rendered, and educational materials must be developed or specifically adapted to meet the needs of the special bilingual student.

It was to the third aspect of Bilingual Special Education - appropriate materials - that the purpose of this resource was directed. It was felt that there was a strong need for educators of Bilingual Special Educators to have available to them an

annotated bibliography of educational materials which were appropriate for use with a variety of Spanish-dominant children who had specific handicaps to learning. Therefore, the original purpose of this project was to provide such a resource. It was felt that to best meet the needs of the Bilingual Special Education teacher, the following would be the primary goals:

(1) To search out available materials which have been developed to meet the needs of Spanish-speaking Special Education pupils.

(2) To review and annotate those materials.

(3) To make specific suggestions as to the suitability of those materials for use with particular groups of special children within specific types of educational environments.

The first step in the project, the preliminary search for materials, was undertaken. The results of this search indicated that there were very few materials which had been specifically developed for use with Spanish-speaking Special Education students. At that point, discussions were held concerning the advisability of abandoning the project because of the lack of materials to be included. However, it was felt that even though the hoped-for materials were not available, this in no way eliminated the very acute needs of those Special Educators who were currently working with Bilingual Special Education students, or those who were in the process of being trained to do so. It was therefore decided to continue with the project in the hope of at least taking a first step toward meeting a very real need.

In that vein, the project began to take on different dimensions from those originally planned. The new format was designed to include any materials which were described as being developed specifically for Bilingual Special Education pupils, and beyond them, to draw from the larger body of materials available for use with Spanish-speaking children in general which could be seen as adaptable to the needs of Spanish-speaking children with special needs. Therefore, in an effort to make this resource of practical value to Special Educators, <u>each</u> selected material is:

(1) Completely identified and reviewed.

(2) Placed in a category which describes the major thrust of its content.

(3) Cross-classified on the Cross-Reference Skills Charts for the purpose of indicating other categories in which it could be of use.

(4) Annotated to describe the type of child and the age range of children with whom its use might be most suitable.

(5) Annotated to describe the Special Education environment in which its use would seem most appropriate.

In line with the above, the document was developed, and the end product is seen as having definite weaknesses and definite strengths. The apparent weaknesses are that, in some categories, a very small range of materials is reviewed. This deficit could be based on the fact that very few materials are available in that

category, or that the materials reviewed, but not included, were seen as being too broadly based to be able to be specifically discussed in terms of special needs. Additionally, precise repetition of material included in the teachers manuals of the selected materials has not been duplicated here. This may prove to be a burden for those Special Educators who would like additional specific information. It was felt that such duplication was not valuable in a document of this source, but after review and feedback is obtained from users, it can certainly be added if felt necessary. Lastly, the vocabulary used in this resource is the vocabulary of the trained Special Educator, or the Special Educator in training. It was decided to use this vocabulary because of the premise that Bilingual Special Education pupils should have their needs served by those whose training is within the discipline. However, it is realized that in certain situations, those of lesser training may be faced with the need to use this document. Additional explanations and training procedures can therefore be added if they are seen to be necessary.

The document is seen as having its areas of strength in the comments which specifically mention the specific suitability of each material for use with children with special needs. These comments attempt to specifically determine the age range and the developmental range of the children who might most profit from using a particular material. These comments also attempt to delineate specific environments in which materials seem most useful. Some materials, regardless of merit, are not seen as being as valuable for use in Learning Centers as they would be in Self-Contained environments. At any rate, these comments are designed to give Special Educators a variety of pieces of information so that they might more precisely choose materials which would be helpful to each unique group of special children within each unique educational environment.

Summary

This resource is seen as a beginning step in a whole series of developmental steps toward meeting the needs of Special Educators who are dealing with Spanish-speaking special children. It was not seen, originally, as a first step, but it is now so seen. Much feedback and input is necessary from those working in the field. Based upon this data, revisions, improvements, additions, or a whole new approach can be developed. This developmental process will involve much time and effort on the part of many. Anything important always does.

How To Use This Resource

For the convenience of the user, the materials annotated in this bibliography have been referenced in two different ways according to content.

The major arrangement of this resource is in ten categories of development:

1. Motor Development
2. Visual Perceptual Development
3. Auditory Perceptual Development
4. Language Development
5. Conceptual Development
6. Mathematics
7. Social Awareness
8. Language Arts
9. Health and Science
10. Early Childhood
    a. Pre-School
    b. Kindergarten

Each material has been primarily referenced in the category which describes the major thrust of its purpose.

Because many of the materials also are of value in a number of categories other than the major one, the Cross Reference Skills Charts have been included. These charts note <u>every</u> area in which a particular material could be of value to the Special Educator.

It is suggested that the Special Educator first refer to the major category of development in which materials are required. When a particular material is chosen as appropriate for use with a given child or group of children, the Cross Reference Charts should then be consulted. The additional information found there should aid the Special Educator in choosing materials which will not only serve the major purpose, but a variety of purposes as well.

Cross Reference Skills Charts *

Description of Skills	Pub. Code	Aprendiendo el Alphabeto	Bilingual Kindergarten	Bilingual Early Childhood	Bilingual Continuous Progress Math	Cincel's Integrated Curriculum	Co-Bo Math Workbooks	Descubrimientos en La Ciencia-Las Plantas	Descubrimientos en La Ciencia-Los Animales	Destruzas de Pensar	Destruzas Visual-Motor-Nivel A	Discriminacion Visual: Nivel A	Dominó de los colores	Dominó de las letras	Dominó ¿Que hora es?	Do You Know?	Early Childhood Education	Early Learning Filmstrip Library	El Camino Hacia La Buen Salud.	El Reloz	Empezando a leer	En busca de palabras	Entrenamiento do percepción auditiva	Escalando el tiempo	Escalando los numeros	Estuce del Calandario	
		Materials																									
	Cont. Press																										
	N.E.L.P.																										
	N.E.L.P.																										
	N.F.L.P.																										
	A.R.H.E.																										
	B.E.S.																										
	Cont. Press																										
	Cont. Press																										
	Cont. Press																										
	Cont. Press																										
	Cont. Press																										
	A.R.H.E.																										
	D.L.M.																										
	A.R.H.E.																										
	B.E.S.																										
	A.R.H.E.																										
	DACRE																										
	D.L.M.																										
	E.T.																										
	D.L.M.																										
	D.L.M.																										
	D.L.M.																										
	L.L.M.																										
	D.L.M.																										
Motor Development			X	X			X		X	X		X		X			X	X		X		X					
Visual Perception		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X					
Auditory Perception		X	X	X			X											X			X							
Language Development		X	X	X		X		X	X	X				X		X		X			X							
Concept Development		X	X	X	X	X	X	X	X	X		X	X		X	X	X	X					X					
Mathematics					X	X	X								X		X			X								
Social Development			X			X								X	X	X		X										
Language Arts			X	X		X		X	X					X		X	X			X	X	X						
Health and Science						X		X	X							X		X										
Early Childhood			X	X			X							X			X			X								
Kindergarten			X	X			X							X			X			X			X					

*Adapted from method used by Developmental Learning Materials, Inc.

Cross Reference Skills Charts

Description of Skills	Pub. Code	Grammar Series	Juego "Listas de Compras"	La Alegría de leer	La rueda de la fecha	Letter by Letter	Leyendó para comprendar	Libros de Lectura Series	Loto de socorrismo	Loto del buen comportamiento	Math Educational Games	Matematica Moderna	Matematica Moderna - Kindergarten	Matematicas Programadas	Mi Libro	Movil de colores y formas	Palabras	Pareando objetos, personas, y edificios	Preescholar Santillana	Que Bonita es Leer!	Reading and Writing Series	Redondel Series	Rompec abezas de nombres	Saeta Series	"Senda"	Spanish Basics Series	
		B.E.S.	D.L.M.	Sant.	D.L.M.	B.E.S.	Cont. Press	F.E.S.	A.R.H.E.	A.R.H.E.	A.R.H.E.	Sant.	Cont. Press	A.R.H.E.	DACBE	D.L.M.	A.R.H.E.	D.L.M.	Sant.	DACBE	B.F.S.	Sant.	D.L.M.	Sant.	Sant.	B.E.S.	
Motor Development			X			X									X			X	X		X	X				X	
Visual Perception			X	X		X		X	X	X			X		X	X		X	X		X	X	X	X		X	
Auditory Perception				X		X		X											X		X			X			
Language Development		X	X	X		X	X	X	X	X					X		X	X	X	X	X	X		X		X	
Concept Development		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	
Mathematics					X						X	X	X	X								X	X			X	
Social Development				X		X			X	X								X	X			X			X		
Language Arts		X	X	X		X	X	X							X	X	X	X	X	X	X			X	X	X	
Health and Science									X																		
Early Childhood			X		X								X			X		X				X	X				
Kindergarten			X		X						X		X			X		X	X			X	X				

Cross Reference Skills Charts

Description of Skills	Pub. Code	Materials	Tarjetas de clasificación	Tarjetas de secuencia de Tamaños	Titeres y cinta grabada
		D.L.M.	D.L.M.	D.L.M.	D.L.M.
Motor Development		X	X	X	X
Visual Perception		X	X	X	X
Auditory Perception				X	X
Language Development		X	X	X	X
Concept Development		X	X		
Mathematics				X	X
Social Development				X	X
Language Arts		X	X		
Health and Science					
Early Childhood					
Kindergarten		X		X	

Motor Development

Included in this category are materials which have been developed primarily to enhance growth in the following areas:

1. Gross Motor (Body Image)

2. Fine Motor (Eye-hand coordination)

3. Sensory-motor Integration (Laterality, Directionality, and Perceptual-motor-match)

Destrezas Visual - Motoras - Nivel A

Citation

Author - Ethel S. Maney
Consultant - Carmen Lagos de Signes
Publisher - Continental Press, Inc.,
Elizabethtown, Pa 17022
Price - Complete Set $4.50
(includes Teacher's Guide)

Destrezas Visual - Motoras Nivel A is designed for the remediation or development of the kind of fine eye-hand coordination basic to writing. Activities are developmentally planned stages which demand finer and finer eye-hand control, visual discrimination and perception of spatial relations. The exercises progress from simple tracing within guidelines, to more demanding extivities such as completing sequences and assembling complex designs.

Although the program is not language mediated, and remains the same as the original English version, the program is appropriately reviewed here, since it does contain instructions and teachers manuals especially designed for the Spanish-speaking.

Specific Suitability for Children with Special Needs

For children with specific difficulties in the areas of eye-hand coordination, visual discrimination and the perception of spatial relations and position in space, Destrezas Visual - Motoras - Nivel A offers a suitably designed remediation program. It is especially appropriate for learning disabled children or mentally retarded children with specific visual perceptual disabilities, because it gradually introduces developmentally more difficult visual-motor tasks. Detrezas Visual - Motoras may be employed by the resource room teacher, the special education tutor, or by the special educator in a self-contained classroom.

Mi Libro

Citation

Developers - Regional Project Office - San Bernardino, California, 1972

Distributor - D.A.C.B.E.
7604 Tracor Lane
Austin, Texas 78721

Prices - Student workbooks each $.35
Teachers Edition each .50

This illustrated workbook is designed to give children practice in the visual-motor integration skills needed in handwriting. It is also designed to develop other pre-reading skills including visual perception. The workbook has a number of functions, including possible use as a Spanish reading primer. The teacher's edition outlines the 10 workbook lessons in terms of story lines and suggested activities.

Specific Suitability for Children with Special Needs

This material was chosen from a description in the DACBE 1975 Catalogue, and no illustration of the materials was available. Therefore, when deciding upon purchase, the Special Educator should have an illustration available so that the visual arrangement of the workbook pages can be evaluated in terms of the particular needs of a child or group of children. Given reasonable structure, the materials would seem suitable for use with a variety of Spanish-speaking Special Education students who are engaged in the readiness development of visual-motor integration skills.

Visual Perceptual Development

Included in this category are materials which have been developed primarily to enhance growth in the following areas:

1. Visual Discrimination (Form, color, size, etc.)

2. Visual Memory

3. Visual-spatial Orientation (Form constancy, Position-in-Space, Spatial Relationships)

Discriminacion Visual - Nivel A

Citation

Author - Ethel S. Maney
Consultant - Carmen Lagos de Signes
Publisher - Continental Press, Inc.
Elizabethtown, Pa. 17022
Price - Complete set $4.50
(Includes Teacher's Guide)

Discriminacion Visual - Nivel A provides a program designed to remediate or strengthen a child's ability to make fine discriminations among simple objects. Designed to prevent or remediate word confusion or letter reversals, Discriminacion Visual provides practice in distinguishing differences in kind, size, shape and internal details, as well as reversed figures. The program is developmentally sequenced, beginning with large objects and more obvious discriminations, and ending with much finer discrimination tasks.

Although Discriminacion Visual - Nivel A is identical in format to continental's Visual Discrimination - level A, it is included here because it is especially designed for use in Bilingual Education and provides directions and a teacher's guide in Spanish.

Specific Suitability for Children with Special Needs

Discrimination Visual provides the special education teacher with an aid to the remediation of visual perceptual disabilities. It is developmentally programmed, so the special educator may wish to diagnostically assess the child's learning needs, and thus provide the appropriate level of activities. In addition, the special class teacher may want to provide additional activities when a child's progress warrants them.

Discrimination Visual is a program appropriate to any exceptional child who experiences difficulty in visual perceptual functioning in areas such as visual discrimination, spacial relations, position in space and visual-motor integration.

Dominó de los colores

Citation

Publisher - A.R.H.E., Inc.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Price - $2.50

This Spanish version of one of the Ravensburg educational games consists of 36 squares of drawings and different colors. The game attempts to teach the child visual discrimination and categorization in terms of color, shape, and weight, so that he practices inter-category matching as well as intra-category matching.

Specific Suitability for Children with Special Needs

A simple game, which the publisher describes as suitable for children aged 4 and above, encompasses a number of the elements needing to be mastered in the area of visual discrimination. Matching exercises in color, weight, and shape seem suitable for young mentally retarded children and any child with a learning problem in the visual perceptual area.

En Busca de Palabras (I and II)

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Prices - Set I $3.00
Set II 3.00

The En Busca de Palabras I y II series provides the Spanish-speaking child with exercises to develop visual discrimination and figure-ground perceptual skills, using common words appropriate to his age level and environment.

The series consists of two levels of spirit masters, each containing familiar Spanish words hidden within a page full of letters. The words to be "found" and circled are isolated at the bottom of the page. The words on each page conform to a category, such as "muebles," "animales domésticos" and "alimentos," and an appropriate illustration accompanies each exercise.

Set I consists of a grid of large and well-spaced letters, and utilizes words of from 3 to 8 letters, while Set II is designed for older students and contains more advanced words, hidden in a more complex grid of more and smaller letters.

Specific Suitability for Children with Special Needs

Designed to improve visual perceptual skills, En Busca de Palabras I y II, is appropriate for Learning Disabled children with specific visual-perceptual difficulties. In addition, the categories used in each exercise lend themselves to vocabulary development for children with limited speaking and writing vocabularies. The game format of En Busca de Palabras I y II reinforces word knowledge in an enjoyable way.

Because some of the words are located vertically as well as horizontally, this series is not indicated for children who show left to right visual tracking problems.

En Busca de Palabras I y II can be utilized as a supplement to perceptual development programs in classes for both the Learning Disabled and Mentally Retarded child.

Movil de Colores y Formas

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $4.25

Designed to introduce and reinforce the ten basic colors and six basic shapes, this classroom mobil provides stimulation and ready reference. Words identifying each shape and color are clearly written in capitals on each cardboard shape.

The kit comes ready to assemble with directions.

Specific Suitability for Children with Special Needs

Movil de Colores y Formas is an appropriate classroom aid in any Special Education environment where color and shape words are being taught to Spanish dominant children.

Pareando Objetos, Personas y Edificios

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $3.25

Pareando Objetos, Personas y Edificios employs a game approach to develop such skills as matching, discrimination, categorizing, memory and language. Large master cards feature a picture of either la farmicia, el mercado, la casa de musica, la tienda de ropa, el hotel, el consultorio, or la fabrica y la estacion de gasolina. The 48 smaller cards depict a person or object commonly found in one of the eight building. The game can be played individually, where the child matches each of the pictures to its appropriate building, or as a board game for two to eight students.

Instructions for play are included.

Specific Suitability for Children with Special Needs

This colorful, inexpensive game provides many opportunities for learning readiness skills. Some of the tasks involved are: visually discriminating between pictures objects, matching appropriate objects to buildings, recognizing and remembering buildings and their function and discerning categories of objects, i.e. musical instruments, apparel, or food, which go together. The special education teacher may use Pareando Objetos, Personas y Edificios for vocabulary enrichment as well, by having the child name each building and object and tell how they are related.

Pareando Objetos, Personas y Edificios is an appropriate pre-reading activity for Spanish-speaking Special Education pupils in a variety of settings.

Tarjetas de Sequencia de Tamanos

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $2.50

Tarjetas de Sequencia de Tamanos consists of a set of five different objects drawn on six cards each in graduated sizes. In addition, the set includes 30 caption cards in Spanish to correspond proportionately in size to the drawings. Drawn and captiond are: la rana, la compana, la guitarra, la banca and la llave.

The series provides training in visual sequencing, visual discrimination, form constancy, visual analyzation and organization.

Specific Suitability for Children with Special Needs

Besides providing for visual perceptual development, Tarjetas de Sequencia allows for the instruction of concepts such as comparative value (small, smaller, smallest; large, larger, largest) and of form constancy ("a bench is a bench regardless of size)". In addition, ordinal order can also be explained through use of the cards.

Although the catalog suggests the materials as an aid in language development programs, the limited number of objects (five) appears to restrict its utility in that respect.

Tarjetas de Sequencia de Tamanos is thus appropriate for Learning Disabled children with visual perceptual difficulties, especially in the area of visual sequencing, and for Mentally Retarded children needing basic exercises in the same skills.

Auditory Perceptual Development

Included in this category are materials which have been primarily developed to enhance growth in the following areas:

1. Listening Skills
2. Auditory Discrimination
3. Auditory Figure-Ground
4. Auditory Memory

Entrenamiento de Percepción Auditive (EPA)

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Prices -		
	Total Program	$215.00
	Memoria auditiva	66.00
	Motora auditiva	79.00
	Figura-fondo auditiva	48.00
	Imaginera auditiva	40.00

EPA is a sequential program for training auditory perceptual skills, adapted especially for Spanish-speaking children. It is divided into four basic areas: (a) memoria auditiva (auditory memory), (b) motora auditiva (motor), (c) figura-fondo auditiva (auditory imagery). Each area contains skill development exercises for three progressive levels.

Each of the four areas consists of material presented on cassette tapes coordinated with spirit masters, designed to develop both auditory perception and the ability to associate what is heard with visually presented objects and printed words.

Description of Four Basic Areas:

Auditory Memory

This area consists of exercises in color discrimination, spatial awareness and ordinal position. The exercises are designed to develop auditory recall from two to five items.

Auditory-Motor

Beginning with a simple motoric response and progressing to a multidirectional response, this series reinforces auditory attention and organization skills.

Auditory-Figure-Ground

This series is developmentally ordered to provide practice in listening for a specified auditory stimulus which is imbedded among many.

Auditory Imagery

By providing an auditory description, this program is designed to develop the child's ability to visualize an image.

Specific Suitability for Children with Special Needs

Because EPA activities are suitable for use with individuals, small groups, and classes, it can be utilized in a variety of resource, tutorial, and classroom programs.

It must be noted, however, that since each of the three levels within category offers different material, and because evaluation criteria are not provided, the special educator must diagnostically evaluate student performance in each particular skill area.

This program is especially indicated for use with learning disabled children, and children who evidence a need for auditory perceptual training. The lower levels may be also useful in readiness programs for children of all diagnostic categories.

Language Development

Included in this category are materials which have been primarily developed to enhance growth in the following areas:

1. Receptive Language
2. Expressive Language
3. Communication Skills (Syntax, Grammar, etc.)

Do You Know?

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price - Bilingual Set I $57.50
Bilingual Set II 57.50

Do You Know? is a two-part audio-visual program, which presents skills which are prerequisites to later learning. Bilingual Set I introduces basic concepts of visual perception to the beginning learner. Four filmstrips and 4 cassetts (2 English, 2 Spanish) cover such topics as: "How Things Look;" "How Things Feel;" "Big and Little" and "A Little and A Lot." Recommended for primary grades, Bilingual Set II provides a springboard to discussions and vocabulary enrichment, by encouraging verbalization of various topics covered by the filmstrips and accompanying cassettes. Titles include: "What People Do;" "What Are These Things;" "Animal Names - Zoo" and "Animal Names - Pets and Farm."

Specific Suitability for Children With Special Needs

Do You Know? supplies the visual awareness, concept formation and vocabulary enrichment that may be missing in a child's learning repertoire. By employing a visual-auditory approach, Do You Know? serves to develop listening and speaking skills in language-deprived and language-deficient children, as well as providing cognitive development and perceptual awareness for children with learning deficits.

This series can be effectively used with children whose learning difficulties may be due to specific learning disabilities, retarded intellectual development or underenriched learning environments. It would be best employed in a small-group situation as found in a resource room, self-contained special classroom or tutorial program.

Grammar Series

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price - Per poster $2.25
Set (15 posters) $31.95

Grammar Series consists of 15 full color 27" by 36" posters, each illustrating the parts of speech. Nouns, adjectives, articles, etc. are discussed in detail with accompanying pictures. Examples of titles include: "El Nombre;" "El adjetivo ;" and "El genero." The content is suited to intermediate level Spanish-speaking children.

Specific Suitability for Children with Special Needs

As a classroom reference material, Grammer Series may find utility in a non-categorizal resource room for older elementary students.

Palabras

Citation

Author - Marin Cabrero

Publisher - A.R.H.E.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Price - (On each of seven levels)
Text - from $1.60 to $2.25
Workbook - from $1.90 to $2.25
Complementary Workbook - from $1.90 to $2.25
Teacher's Manual - from $2.75 to $3.15

This series, from Level I through Level VII presents vocabulary at a gradual, sequential pace. It also offers a presentation of the grammatical structure of the language. Illustrations are used to convey the meaning of each exercise.

Specific Suitability for Children with Special Needs

The development of language is a major goal in special education programs for children of many diagnostic labels. Palabras, while certainly not a complete language program in and of itself, is seen as being suitable for supplementary language training in self-contained special education classrooms and resource center environments.

Senda I - Lengua Española

Citation

Publisher - Santillana Publishing Co., Inc.
575 Lexington Avenue
New York, New York 10022

Prices -

	(List)	(School)
Senda I Lengua Española (textbook)	$5.81	$4.94
Senda I Lengua Española Fichas de Trabajo (workbook)	5.53	4.70
Senda: Spanish Language Development System I (25 Senda I Lengua Española, 25 Fichas de Trabajo I, 1 teacher's manual)	292.81	234.25
25 Fichas de trabajo senda I lengua Española (consumable)	138.25	110.60
Level B - Senda I, Libro de Lectura	6.51	5.53
Senda I Libro de Lectura Fichas de trabajo	5.84	4.96
Senda I, Libro de Lectura Technologia	9.31	7.91
Senda: Spanish Language Development System I, Level B	318.06	254.45
25 Fichas de Trabajo Senda I, Libro de Lectura	146.00	116.80

Santillana's Spanish Language Development Series consists of six grade levels of language arts curricula. System I and System II correspond with grades one and two, while Senda Levels 3-6 offer a follow-up language arts sequence appropriate for grades three to six. System I is reviewed here, since its purpose and design seem most appropriate to remedial education programs, while System II and beyond concentrate on advanced reading, composition, grammar and spelling.

Senda I - Lengua Espanola contains three instructional levels. Level I consists of pre-reading skill development and sequentially introduces exercises in perceptual skill areas such as auditory and visual discrimination, visual-motor integration, and in cognitive skills such as categorization and matching. Level II emphasizes the acquisition of regular consonant and vowel sounds. Level III completes the program with the most difficult Spanish sounds and pronunciations to acquire, as well as discussion of consonant blends and syllabication rules. System I components include a step-by-step teacher's manual, a Senda I textbook and an accompnaying workbook. The Senda I workbook introduces reading in a gradual way, using a comic book format at first, and gradually transferring to whole sentences. The corresponding workbooks provide exercises in gross motor and eye-hand coordination, sequencing, auditory and visual discrimination (including letter and sound recognition) and comprehension.

Specific Suitability for Children with Special Needs

Designed as a broad based language arts program, Senda I provides the kind of program appropriate for children whose specific language disabilities interfere with their ability to communicate--using the written or spoken word. Senda I wywtem would provide the resource room or learning center teacher with a systematic and inclusive program of language instruction as a supplement to or a background for language instruction. In addition, Senda I can find use as an integral part of beginning reading instruction. (In Santillan's La Alegria de Leer, it forms the major language component.)

Senda I is seen as a useful teaching resource in remediating deficiencies in both spoken and written language.

Titeres y Cinta Grabada

Citation

Publisher - Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

Price - Puppets and Tape $18.50
Supplemental Tape 4.00

Desinged to stimulate language as well as social and cultural awareness, Titeres y Cinta Grabada consists of five animal puppets and an accompanying tape. Each of the hand puppets is made of synthetic fur, and is described on the recorded cassette tape. By depicting a different situation, each animal puppet evokes the child's response. The child chooses a puppet and corresponding script on the tape, listens to the situation, and responds by answering the taped questions. A supplemental tape finds the same characters in new situations. This tape involves the child in trips to the circus, airport, dentist, and takes him on a picnic. The stories on the supplemental tape are more involved, and thus require a higher level of organization skill.

Specific Suitability for Children with Special Needs

Titeres y Cinta Grabada provides the kind of language experiences necessary for children from language deprived backgrounds and children with specific language disabilities.

The tapes offer a springboard for discussion and the puppets provide tangible playmates for children who need extra reinforcement and security.

The program allows the special education teacher much flexibility in its use. It may be utilized as a non-threatening stimulus to promote language, or it may be used in play therapy to provide a therapeutic or diagnostic tool for the teacher of young emotionally disturbed children.

Group discussions can revolve around situations described on the tapes, or the special educator may supply additional stories and situations as appropriate. Titeres y Cinta Grabada appears especially helpful in teaching the retarded youngster because it includes concrete objects to reinforce language learning. The special education teacher can plan activities for introducing the puppet personalities in a group, and may use the puppets, once familiar, to develop creative and abstract thinking.

The puppets and tape are also appropriate for learning disabled Spanich-speaking children who experience language processing difficulties.

Concept Development

Included in this category are materials which have been primarily developed to enhance growth in the following areas:

1. Concepts of Form, Space, and Time
2. Concepts of Function
3. Concepts of Quantity
4. Concepts of Classification and Categorization

Distrezas de Pensar

Citation

Author - Ethel S. Maney
Consultant - Carmen Lagos de Signes
Publisher - Continental Press
Elizabethtown, Pa. 17022
Price - Complete set $450
(Teacher's Guide Included)

Destrezas de Pensar - Nivel A is a sequenced program designed to develop thinking skills. It progresses from concrete, simple concepts to those which are more complex and abstract. It includes such exercises as matching objects that go together, distinguishing differences, matching people with their tools, matching parts of the body, completing a category and ordering objects.

Although Destrezas de Pensar includes only pictorial contents, which are identical to the English-language version, it is reviewed here as part of the publisher's specially designed "material in Spanish," and because the directions and teacher's guide, written in Spanish, may prove helpful to the bilingual teacher.

Specific Suitability for Children with Special Needs

Destrezas de Pensar offers the special educator a program to develop many of the abstract thinking skills thought to be a prerequisite for most school activities. The worksheet offers much teaching flexibility: activities may be more teacher directed, for example, with the youngster with retarded mental development, while the exercises may be worked more independently by the child with specific learning disabilities.

In any case, the special class teacher may wish to supplement the program with more examples and exercises both verbal and written.

Domino ¿Que hora es?

Citation

Publisher - A.R.H.E., Inc.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Price - $2.50

"A Day with Daniel" is the theme of this learning game. It is designed to teach the child time to the hour (half and quarter hours are not taught). Squares are divided into 2 parts, one part indicates an activity of Daniel's, the other, a specified hour. When linked correctly the completed squares will show Daniel's activities throughout the day.

Specific Suitability for Children with Special Needs

This game seems very appropriate for use with mentally retarded children and also with learning disabled children who have difficulty with the concept of time and the passage of time.

Early Learning Filmstrip Library

Citation

Authors - Shari Lewis, Jacquelyn Reinoch

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price - Complete Set $89.70

Early Learning Filmstrip Library is an audio-visual program of 6 full color filmstrips, 6 bilingual cassettes and a teacher's guide, designed to develop thinking skills in pre-school to first grade Spanish seaking children. The program is based on the Headstart books written by Shari Lewis and Jacquelyn Reinoch.

A variety of concepts are presented in the Early Learning Filmstrip Library, including listening, knowing, thinking and imagining skills. Specific titles include: "How Do You Do," which helps the child distinguish left from right and "Under the Rainbow" which teaches color recognition and racial tolerance. "Nimble B. Nimble" emphasizes pronunciation, while "Who Gives Us That" presents cause and effect. "Ooo-Looo, the Kangaroo" gives a lesson on body parts, and "The King and I" teaches recognition of name, phone number, etc.

Specific Suitability for Children with Special Needs

Early Learning Filmstrip Library offers the kind of non-threatening, motivating format that is especially suited for children who have difficulties in cognitive skill development. The filmstrips present functional thinking skills which many learning disabled and retarded youngsters have difficulty acquiring. It is a cross-modality approach which incorporates visual and auditory stimuli with meaningful material.

Designed for pre-school through first grade Spanish-speaking children, Early Learning Filmstrip Library would find use in primary and intermediate programs for the slow learning child, as well as self-contained class for the retarded child. The special education teacher would have to judge the age appropriateness of the material in using it with intermediate age youngsters, since the presentation is designed for very young children.

El Reloj

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $3.75

The El Reloj kit contains a clock with movable hands and twelve cards, each designating the time on a pictured clock face, and by words and numbers on the reverse side. The larger 10" x 10" vinyl replica of a clock indicates the hour in both Spanish and English. In addition, notations for noon, midnight, the quarter, and half hour are also indicated on the clock face. Students use the kit by either drawing one of the cards, and indicating the time that is pictured, or by picking a card and moving the hands of the larger clock to match the time indicated on the individual card.

Specific Suitability for Children with Special Needs

El Reloj fills the need for concrete materials to teach the concept of time. The cards allow the child to work alone or with a small group. The Special Educator can modefy the kinds of responses required, such as asking the child who is just beginning to learn time to manually change the hands on the clock to match his own card, while asking the more advanced student to recite the precise time, etc. Additionally, the teacher may supplement the kit by making other individual cards with varying times.

The clarity of the clockface and the flexibility of the kit make it an appropriate teaching device for use with Spanish-speaking special education pupils in the primary school regardless of diagnostic category.

Escalando el Tiempo

Citation

Publisher - Developmental Learning Materials (D.L.M.)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $18.00

Escalando el Tiempo is a two-part program designed to teach not only an awareness of the passage of time, but also how to read the clock face accurately.

Part One of Escalando el Tiempo begins by introducing notable events in the course of a day. Cards picturing holiday and seasonal activities serve as an aid in developing the concept of time, spanning weeks and months. Thirty-two exercise cards are divided into four sections and include: (1) Special Times, (2) Everyday Events, (3) Holiday Happenings, and (4) Seasonal Settings.

Part Two of Escalando el Tiempo discusses the clock itself and is divided into seven sections: "La Hora", "la media hora", "la hor...y quarto y la hora...menus cuarto", "la hora y ... minutos y la hora menos...minutos," and "los horarios de viaje." Part Two progresses from reading the hour hand to reading time to the minute.

Each Escalando el Tiempo card is plastic laminated and so can be re-used. An individual Record Card records each childs progress, and an Award Card is included in the kit, to be presented at the completion of each section.

Specific Suitability for Children with Special Needs

Escalando el Tiempo serves to meet the special educational demands of children who need added reinforcement of the abstract, but necessary concept of time. The Learning Disabled or Mentally Retarded child often has difficulty mastering the concept of the passage of time, and a sequentially planned program such as Part I of Escalando el Tiempo provides the special educator with a concrete method of instruction.

Once the child has mastered the sense of time, Part II provides the slow learning or learning disabled child with extra practice and reinforcement of time-telling skills.

Estuche del Calendario

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $5.00

Estuche del Calendario provides for better understanding of the passing of calendar time. Four sets of different colored cards give the day, date, month and year, displayed in vertical order in a stand-up box. Children can change the calendar daily to read the date by simply switching to the appropriate card or cards.

Specific Suitability for Children with Special Needs

For children who need a concrete reminder of the day-to-day passing of calendar time, Estuche del Calendario provides a clear, easily manipulable model. It is especially helpful for young retarded and learning disabled children in the primary school.

Juego "Listas de Compras"

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $6.75

Juego "Listas de Compras" provides the Spanish-speaking child with practical experience in handling and manipulating play American currency. Activities for counting comey and making change are included, as well as exercises for choosing and buying assorted merchandise.

The set consists of four master shopping lists, eight smaller shopping lists printed on both sides and picture cards depicting individual shopping items. It also includes true-to-life simulated cardboard coins and paper bills. The master shopping lists give the price of each item in four categories, which include: "jugue teria", "mercado", "confiteria", and "articulos miscelaneos."

Specific Suitability for Children with Special Needs

Juego "Listas de Compras" consists of activites and materials appropriate for various ages and levels of special education instruction. The set can be used to teach the practical money handling skills required by primary age children. The special education teacher could develop activities using the materials in this kit, to train functional mathematical skills as well as money handling skills.

Juego "Listas de Compras" could be used quite effectively with retarded youngsters to develop mathematical skills such as place value, adding, subtracting, multiplying and dividing.

La Rueda de la Fecha

Citation

Publisher - Developmental Learning Materials(DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $3.00

La Rueda de la Fecha is designed as an aid in teaching the days of the weeks, days of the month and months of the year. It is a circular cardboard device with three rotating discs, each designating a part of the date. For example, one disc contains months of the year, the other days of the week, and the last, 31 numbered days. By moving the discs to the appropriate day, date and month, the child can discover and identify the date. The desired date is separated from the other numbers and words by a brightly colored indicator.

Specific Suitability for Children with Special Needs

La Rueda de la Fecha is a worth-while aid in teaching calendar time. However, the visual arrangement of the numbers and words does not seem appropriate for children with visual perceptual difficulties or for children who are easily stimulated and distra-ted. Otherwise, it seems a useful supplement to many special education programs.

Tarjetas de Clasificación

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $2.50

Tarjetas de Clasificación presents basic vocabulary and categorization skills through a card-game format. The game is based upon drawing cards from other players, or from a stack of cards to form a category of pictured objects.

Forty-five cards picture nine categories of five cards each. The nine categories include: cleaning materials, sewing materials, fruits, musical instruments, shapes, tools, health aids and clothes and vegetables. Each picture in each category contains a caption indicating the name of the object.

The series contains instructions for its use.

Specific Suitability for Children with Special Needs

This material provides concrete experiences in classification. In addition, because of the variety of objects presented, Tarjetas de Clasificación is also valuable in the area of vocabulary development. In both areas, categorization and vocabulary, this material can be effectively employed in the instruction of Spanish-speaking special education pupils without regard to diagnostic label.

Mathematics

Bilingual Continuous Progress Mathematics

Citation

Developers - Southwest Educational Development Laboratory

Publishers - National Educational Laboratory Pub., Inc.
P.O. Box 1003
Austin, Texas 78767

Price -

	List	Net
Core Package	$362.50	$290.00

Includes tapes, filmstrips, and teacher's guide. Does not include student booklets or pads. Consumable student booklets are net priced at approximately $2.00 each.

The Bilingual Continuous Progress Mathematics was designed to provide Spanish-speaking children with a complete first year of individualized mathematics instruction. The materials are of two types, cassette tapes and student skill booklets. The tape (in Spanish on one side and English on the other) is used in conjunction with the skill booklet that accompanies it. The program is built around 93 objectives developed at two levels of difficulty. The objectives cover the mathematical areas of

- Readiness
- Number
- Numeration
- Place Value
- Addition-Subtraction
- Multiplication-Division
- Applications
- Fractions
- Money
- Time
- Systems of Measurement

Specific Suitability for Children with Special Needs

Although described as a complete first year program in mathematics for the Spanish-speaking child, the areas treated in the curriculum appear suitable for the instruction of Spanish-speaking special education pupils throughout the elementary years. The materials include diagnostic and mastery tests which would aid the special educator in the appropriate level placement of a child or group of children. Designs for 24 teacher producable games are also included which would facilitate the special educator in providing additional manipulative input to the learning of mathematical concepts. Because of the continuous progress aspect of this program it would seem appropriate for use in self-contained classrooms, resource centers, or tutorial environments for elementary Spanish-speaking special education students regardless of diagnostic label.

Co-Bo Math Workbooks

Citation

Publisher - Bilingual Educational Services, Inc.
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price -		
	Per book	$3.50
	Per Guide	1.50
	Per Set (7 books)	23.75

Co-Bo Math Workbooks present exercises in mathematics concepts for elementary students from pre-school to grade six. Each consumable workbook offers practice in mathematics problems and contains interesting illustrations in color. Problems and directions are written in large type to facilitate reading.

Specific Suitability for Children with Special Needs

Co-Bo Math Workbooks give the special educator a source for additional exercises to develop mathematical skills. After diagnosing the specific mathematics skill deficits to be remediated, the special class teacher may use appropriate exercises in the Co-Bo Math Workbooks to provide additional practice and reinforcement.

Used in this way, the workbooks are appropriate in any number of special education programs.

Escalando los Numeros

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - Escalando los Numeros $18.00
(Replacement certificate) 4.75

Escalando los Numeros is a sequential mathematics program designed for practice and/or remediation of basic number facts. Individual lesson cards provide needed experience and practice with the arithmetic processes of addition, subtraction, multiplication and division.

The program consists of seven sequentially ordered units, covering these specific areas of arithmetical operations:

Unit I:
Counting and number sequencing
Simple addition (sums less than 10)

Unit II:
Simple subtraction (sums less than 10)
Addition (sums 10-20)

Unit III:
Subtraction (sums 10-20)
Addition and subtraction, mixed practice (sums 10-20)

Unit IV:
Two two-digit addends
Three two/three-digit addends

Unit V:
Two-digit sums
Two-digit and three-digit sums

Unit VI:
Multiplication facts (through 9x9)
Two-digit multiplicand, no carrying
Two-digit multiplicand, carrying

Unit VII:
Inverse application of multiplication facts.

Each unit consists of 20 cards, containing approximately 10 problems. The cards carry an illustration and caption to arouse interest. The child can write directly on the card with grease pencil or water soluble marker, since it is laminated and can be wiped clean. Also contained in the kit are award certificates given when a unit is complete to motivate reluctant learners and remind them of their achievement.

Specific Suitability for Children with Special Needs

Designed as a supplement to a specific arithmetic program or as a teaching tool in itself, Escalando los Números offers the special education teacher many possibilities for instruction. In a self-contained classroom, it can be used as a programmed mathematics approach to teach math facts to the child who is mentally retarded. Its simplicity and clarity recommend it for children who find a mass of problems confusing, and the awards certificates provide recognition and praise for children who need reinforcement for their accomplishments.

As a supplemental program, Escalando los Números would find use in a resource room for learning disabled youngsters who need practice with basic number facts to augment their regular mathematics instruction.

Matematica Moderna - Kindergarten

Citation

Author - Albert E. Filano

Consultant - Sergia Percira Montz

Publisher - Continental Press, Inc.
Elizabethtown, Pa. 17022

Price - Complete Set $4.50
(includes Teacher's Guide)

Matematica Moderna for Kindergarten is a three-part program, emphasizing early mathematics skills appropriate to kindergarten level. Part One introduces the child to the concept of the one-to-one correspondance of pictured objects and then develops an awareness of the numbers one through five. Pictures illustrate the concept of the first five digits and the exercises provide practice in tracing and writing the numbers, counting, and drawing a specified number of objects. Part Two of Matematica Moderna continues the same format and introduces the numerals six through ten, and also zero. Part Three provides for a review of the counting numbers and gradually introduces such concepts as beggest/smallest, and shapes such as circles, triangles, rectangles and squares.

Matematica Moderna Kindergarten is the beginning of a modern math series which extends to grade 2. The kindergarten section is reviewed here, since it offers the most possibilities for remedial work.

Specific Suitability for Children with Special Needs

Matematica Moderna for kindergarten provides the special education teacher with material for teaching very basic counting and mathematics facts. For the mentally retarded child, who needs much concrete practice in counting concrete objects to develop an awareness of numbers beyond that of rote counting, Matematica Moderna provides an intermediate step between counting tangible objects and working with abstract number facts. In teaching the retarded child, the special education teacher may find that Matematica Moderna does not provide enough practice in writing, tracing and recognition of each number, and may wish to supplement the program with similar teacher-made materials.

In addition, Matematica Moderna could be efficiently employed in a resource room as a remedial or supplemental mathematics program for the learning disabled child, exhibiting difficulties with abstract mathematics concepts and one-to-one correspondance of numbers. In this case, it would be useful both as an individual independent assignment and as a teacher directed activity.

Matematica Moderna

Citation

Publisher - Santillana
575 Lexington Avenue
New York, New York 10022

Prices - Matematica Moderna - System I
Matematica Moderna - System II
Grades I and II

Components:	List	School
Fichas de Trabajo I @	$5.71	$4.85
Fichas de Trabajo II@	6.37	5.41
Tecnologia I	5.00	4.25
Tecnología II	6.37	5.41
Box of Manipulative Materials	44.31	37.66

The Modern Mathematics Systems were developed in order to meet the needs of the native Spanish-speaking child. Systems I and II are designed for use in Grades 1 and 2, or in the first two years in which the child begins to work in the area of modern mathematics. The system also includes programs for Grades 3 through 6 which are not cited here because of their seemingly lesser contribution in terms of the needs of special education students.

The content of Modern Mathematics - Systems I and II encompasses five sectors. These are:

1. Theory of sets
2. Numbers and structures
3. Spatial relationships
4. Topological structures
5. Measurement systems

On each level (I and II) the main component is a Fichas de Trabajo. On level I, this workbook consists of 95 brightly colored task cards which provide a step by step approach to each skill area through a series of activities specifically geared to Piaget's concrete, intuitive, and abstract levels of thinking. Ficha's de Trabajo II consists of 126 task cards which continue the developmental approach to the acquisition of mathematical concepts. All of these workbooks are paperback and consumable. Each level (I and II) is accompanied by a teacher's manual wherein unit plans are developed in a sequential order. General introductions familiarize the teacher with the philosophy and methodology of Modern Mathematics. The third component, which can be used with both levels, is a box of manipulative materials. These manipulative materials include Cuisinaire Rods, geo-boards, mini-computer boards, etc.

Specific Suitability for Children with Special Needs

For the majority of Special Education pupils, modern math is usually not the approach chosen for the teaching of mathmatical computational skills and mathematical concepts. However, since there is a population of special students who could profit from these materials, their inclusion in this resource is warranted. The population of children referred to is the mildly learning disabled, children who receive most of their instruction within the mainstream, but whose needs necessitate that they be supported by a special educator in either a tutoring or resource center environment. Many of these children are receiving moder mathematics instruction along with their regular classmates. It is in this situation where the special educator could most profitably employ an approach such as Matematica Moderna, because it could be used as a vehicle for both primary instruction and/or secondary support.

Matematicas Programadas (Sullivan)

Citation

Publisher - Sullivan
Distributor - ARHE, Inc.
505 Fifth Avenue, Room 1402
New York, New York 10017
Price - per book $3.10

The Sullivan Matematicas Programadas is designed especially for children who need remediation of basic mathematics facts and for individual instruction. The word problems develop functional math skills and each page contains the answers on the left of each problem. The child covers the answers, while working the problem, and then checks his/her work. In this way, Matematicas Programadas is self-correcting and self-paced.

Five books are contained in the series, including: "Book I Sumar I (iniciacion)", "Book 2 Sumar II (ampliacion)", "Book 3 Restar", "Book 4, Multiplicacion", and "Book 5, Division."

Specific Suitability for Children with Special Needs

Matematicas Programadas offers the kind of mathematics series suitable in a variety of special programs for Spanish-speaking children. Because Matematicas Programados offers practical mathematics skills in a sequential format, it is appropriate for the slow learning or mentally retarded child in the intermediate grades and above. The special class teacher may wish to direct the work of her retarded students, as well as provide additional practice in number facts and concepts.

As a supplementary program that can be used as self-directed and self-paced work, Matematicas Programadas may be helpful for any learning disabled child who indicates a need for remediation of difficulties in basic and functional mathematics skills. In addition, it is indicated for children who demand a structured, programmed approach to learning basic math skills.

Note: The publisher suggests that Matematicas Programadas is also designed for use in Adult Education programs for the Spanish-speaking. It would also then be suitable for pre-vocational or work-study programs (or adolescent special education students.

Mathematics Educational Games

Citation

Publisher - ARHE, Inc.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Prices -		
	Iniciacion a las matematicas	$3.98
	Domino de numeros	2.50
	Loto de suma y resta	3.10
	Loto de multiplicar	3.10

Designed for young children between the ages of 5 and 9, these games introduce the child to concepts of mathematics, enumeration and sets, and the computational procedures involved in addition, subtraction, and multiplication.

Specific Suitability for Children with Special Needs

Special education pupils with a variety of diagnostic labels need a number of opportunities to review mathematical concepts and computational skills. These games are seen as suitable for use as supplementary learning and review exercises in a wide variety of special education environments.

Social Awareness

Loto de Buen Comportamiento

Citation

Publisher - A.R.H.E., Inc.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Price - $2.98

Another in the series of ARHE Loto games, Loto de Buen Comportamiento offers a game format in which children are taught to behave correctly in various situations. The game consists of 6 amusingly illustrated cardboards divided into 6 squares each, and 24 colorcards with colored illustrations. On each card there is a question with respect to a basic rule of behavior in a specific situation. The child must match each card with the board illustration which presents the correct response.

Specific Suitability for Children with Special Needs

The development of appropriate social behavior is an area often neglected in the development of materials for special children. Additionally, a game format presenting these goals is indeed rare.

The publishers describe the game as appropriate for children beginning with age six. Therefore, learning disabled children with average intelligence should find little difficulty at that age, and mentally retarded children should be exposed to it depending upon their ability to comprehend the various scenes.

Loto de Socorrismo

Citation

Publisher - A.R.H.E., Inc.
505 Fifth Avenue
Suite 1402
New York, New York, 10017

Price - $4.98

The purpose of this lotto type game is to teach the child necessary emergency behaviors in specific situations. The game consists of 24 colored and numbered squares and 6 cardboards with 4 cards, also numbered. At the bottom of each card there is a question about an emergency method which must be taken in the represented situation. The child must match the question with the corresponding graphic representation of the emergency procedure.

Specific Suitability for Children with Special Needs

A major goal in many special education programs is the teaching of an automatic response to various emergency situations. This game provides a pleasant stimulus for discussion, and also a pleasant stimulus to the "overlearning" behaviors often sought in this area. Although the publishers describe its suitability for children approximately 6 years of age, it would seem to be appropriate for learning disabled and mentally retarded children through the primary years.

Language Arts

Aprendiendo el Alfabeto

Citation

Author - Susan J. Riddle
Consultant - Carmen Lagos de Signes
Publisher - The Continental Press, Inc.
Elizabethtown, Pa. 17022

Price - Complete set $14.75
(teacher's guide included)

Aprendiendo el Alfabeto is a series of 26 charts and 44 spirit masters designed to introduce and reinforce the letters and sounds of the Spanish alphabet. It proposes to teach the letter names of the letters, as well as the sounds represented by the letters. It provides for practice in printing the letters and for discriminating among the phonemes and graphemes of each letter.

The charts contain a visual representation of capital and lower case forms of the letter, and illustrations of five objects which begin with the sound of the letter. On the reverse side of the chart, all the objects pictured on the front are named, and for each pictured object there is a "Who Am I" riddle. "Incomplete Sentences" review the sound of the letter and ask the child to choose a word with the appropriate initial sound to complete the sentence.

The worksheets present the capital and lower case form of letter, a key picture representing the sound, and a picture of two common objects with their names printed below. Space is provided for the child to trace the forms of the letter, then write it independently.

After the presentation of four letters (in alphabetical order) there is a workpage where the child must visually and auditorily discriminate the appropriate letter or sound from among others.

Specific Suitability for Children with Special Needs

The Aprendiendo el Alfabeto series provides necessary auditory, visual and written input for the learning of the Spanish alphabet. The charts provide the child with ready reference, and offer a meaningful association between letter and sound. The worksheets continue to supply practice in this sight-sound relationship, as well as practice in printing the letters.

Aprendiendo el Alfabeto serves to supplement a traditional phonics-based program in beginning reading. The special education teacher may find a need to augment particular parts of the program by providing more writing, more visual discrimination exercises, or more auditory discrimination exercises, where needed. In general, Aprendiendo el Alfabeto appears most appropriate for the mildly learning disabled Spanish-speaking child in a beginning reading program who needs only a slight amount of additional support.

Cincel's Integrated Curriculum

Citation

Publisher - Cincel

Distributor - ARHE, Inc.
505 Fifth Avenue, Room 1402
New York, New York 10017

Price -

Level I	
Observo y aprendo	$1.50
Language Workbook	1.40
Mathematic Workbook	1.40
El Libro Volador	1.65
Level II	
Leo y comprendo	1.50
Language II Workbook	1.60
Mathematic Workbook	1.80
Ruta felix I	1.75
Level III	
El mundo y yo	1.90
Language III Workbook	1.90
Mathematics Workbook III	1.90
Ruta feliz II	1.85

Cincel's Integrated Curriculum presents a systematized and coordinated course of study for primary students in a graded or ungraded program. It is divided into three levels, each containing a teacher's manual, Book of Knowledge (science discovery), Reading book, Language workbook, and Mathematics workbook.

The science section offers three titles, one on each level. In level I, Observo y aprendo involves observation of familiar objects at home and in school. Activities emphasize language, arts, mathematics and crafts. Leo y comprendo in level II expands the units in Observo y aprendo and prepares the student for level III. El mundo y yo widens the child's view to include the world of social science and nature.

The language series includes exercises in skill dev elopment in expression, vocabulary enrichment, spelling and written expression. Each activity in level I and II is based on unit activities contained in the Book of Knowledge. In Language III Workbook, the child learns comprehension, vocabulary, expression and syllabication from a short reading passage about real life experiences.

The reading books gradually introduce more difficult vocabulary, comprehension and pronunciation in entertaining short stories and prose.

The mathematics program develops concepts and skills in mathematics in three levels. Level I serves to introduce basic mathematical concepts. Level II centers around sets, different number systems, and geometric shapes. Level III continues with sets, and introduces decimals and whole numbers and metric system conversion.

Specific Suitability for Children with Special Needs

Cincel's Integrated Curriculum presents a progressive program, which touches upon most areas of elementary school curriculum. Used in its entirety, Cincel's Integrated Curriculum offers little remedial potential. It appears, however, to be a suitable program for gifted children. The units of study encourage creativity, exploration and experimentation, and because it is integrated, it is possible to speed up the pace of the program without sacrificing skill development.

Parts of the program could be used as curricular sources for the special education teacher. The language program appears to offer activities which would help develop language and written expression in the child with mild language difficulties. Using only a section of a program like Cincel's Integrated Curriculum undermines its original intention, so the special educator will have to insure that each activity is meaningful on its own.

Domino de los Letras

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $2.50

Domino de las Letras provides the Spanish-speaking child with practice matching a pictured object with the letter which represents the beginning sound.

Played like regular dominos, the cards are divided into halves; a letter (from the Spanish alphabet) is picutred on one half, along with the illustration of a familiar object. As the child matches letter to picture, the relationship between letter-sight and sound is reinforced. The name of the object is also provided to complete the sound-symbol association.

Instructions are included.

Specific Suitability for Children with Special Needs

As a supplement to beginning reading programs, Domino de las Letras allows for additional individual practice with initial sounds and letters. For the child who needs added reinforcement, the teacher can ask the child to pronounce the letter sound and name the object which begins with that sound. Other variations of the game, as with regular dominos, can add interest to the activities.

Useful as an extra source of training for sound-letter relationships, this series may be utilized in beginning reading programs in classes for Spanish-speaking learning disabled, retarded, and primary grade students. It is primarily suited to supplement a phonics approach to reading, which emphasizes the relationship between phoneme and grapheme.

Empezando a leer and Aprendiendo a leer

Citation

Publisher - Eliseo Torres
17 East 22 Street
New York, N.Y. 10010

Price - Empezando a leer
Workbooks, Level I and Level II - approximately $3.25 each
Teacher's Manual included with each order of ten workbooks
Aprendiendo a leer
Workbooks Levels I through VI - approximately $4.50 each
Teacher's Manual included with each order of ten workbooks

Empezando a leer is the readiness portion to this phonetic approach to reading in Spanish. Empezando teaches the Spanish letters and sounds as well as the decoding approximately 80 phonetic words.

Aprendiendo a leer follows Empezando, and its major goal is the mastery of the decoding process. However, basic elements of reading comprehension are also included.

Specific Suitability for Children with Special Needs

This program is a cross modality phonetic approach using both auditory and visual inputs. It is therefore quite suitable for use with a variety of learning disabled children with specific channel weaknesses. Additionally, the texts are developed to maximize individualization of instruction. Group activities appear in the form of reinforcing skills.

The special educator must carefully monitor the level of difficulty of the upper segments of Aprendiendo. Perhaps the basic decoding skills appropriate for certain children and groups of children will be realized as the lower levels are completed.

La Alegria de Leer

Citation

Publisher - Santillana Publishing Company, Inc.
575 Lexington Avenue
New York, NY 10022

Prices -

	List	School
Individualized Reading System I (36 titles, 15 copies of Senda I, Lengua Española, 15 activity Books I, 1 teacher's manual)	$294.12	$250.00
Teacher's Manual I	3.85	3.25
Activity Book I	5.00	4.25
Criteria-Referenced Assessment for Senda I	3.95	3.35
Pupil's Progress Report	1.00	.85
Individualized Reading System II	250.00	212.50
Teacher's Manual II	3.85	3.25
Activity Book II	5.00	4.25

La Alegria de Leer is a two-system approach designed to individualize reading instruction in Spanish. It features a series of reading books, a workbook with corresponding lessons and a classroom poster. In addition, a criteria-referenced assessment for Senda I is available. (Senda Lengua Española is the language component included in La Alegria de Leer. It is reviewed separately.)

La Alegria de Leer System I and II offers detailed lessons corresponding to a reading book and a workbook lesson. Activities in the workbook are designed to develop language, visual discrimination, auditory discrimination, motor coordination, and comprehension. The reading selections in La Alegria de Leer provide information related to the Social and Natural Sciences.

Specific Suitability for Children with Special Needs

La Alegria de Leer is seen as an appropriate resource material in a learning center or resource room. As such, it can be used in a corrective or remedial reading program for children with reading difficulties. It is particularly suited for this kind of a program, since the built-in evaluation procedures pin-point areas of weakness and strength in skill acquisition. The workbook exercises provide

plenty of exercises in perceptual and cognitive skill areas, and the readers provide much actual reading practice. The individual reading selections and corresponding exercises give the reluctant or disorganized reader motivating and programmed material designed to overcome learning problems. In addition, the language component, Senda I, offers the language deficient child a complementary language development and enrichment program as a necessary background for reading.

Letter by Letter; Basal Spanish Reading Program

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Prices -

Level I		
	Per Book	$3.60
	Set (15 books)	52.50
Level II		
A.	Per Booklet	1.15
	Per card set	1.95
	Per slide set (15)	7.00
	Set (16 booklets)	18.00
	Set (16 card sets)	29.50
	Set (16 slide sets)	112.00
	Complete set (books, cards, slides)	159.50
B.	Per Workbook	1.15
	Set (24 workbooks)	26.50
	Set of 4 posters	12.00
C.	Per book	1.15
	Set (18 titles)	20.00

Letter by Letter is a two level basal reading program in Spanish. Level One is a reading readiness program, while Level II contains a pre-primer, primer and reader series.

Letter by Letter Basal Reading Program follows a comprehensive, phonetic-linguistic approach to beginning reading. Workbooks, large posters, flash cards, readers, slikes and a detailed teacher's guide augment the program and develop basic language arts, listening, speaking, writing and reading skills in Spanish-speaking children.

Let's Talk about Image Books in Level I provide the beginning reader with reading readiness skills. Designed to promote verbalization and stimulate imagination, these picture or "image" books are printed in full color on sturdy laminated cardboard. Three series--"Imagenes", "Acciones" and "Histories" illustrate typical pre-school activities and interests, and contain five stories each. Examples of titles are: "Juguetes", "Como me Lavo", and "Mi Escuela."

Level II introduces primer level work in its First Images, First Words series. The child begins to read and write using paperback booklets, each carrying a theme such as "Los Vehiculos" or "El Vestido". The booklets are supplemented by card sets and slides. Letter by Letter, the second of three series in Level II introduce spelling and writing, using the basic vocabulary contained in First Images, First Words. Twenty-four workbooks cover each letter individually relating letter to sound. Key illustrations strengthen the sight-sound relationship in each workbook. Letter by Letter posters augment the program by illustrating phonetic rules.

Little by Little Booklets provide controlled vocabulary and gradual introduction of increased comprehension and irregular or difficult words, in illustrated readers. One notable feature of Little by Little is its cursive style script.

Specific Suitability for Children with Special Needs

As with all reading series, Letter by Letter must be scrutinized by the special education teacher for its appropriateness to an individual child's strengths and weaknesses. Letter by Letter incorporates some salient features which deserve the attention of the learning disabilities specialist. Material is progressively and systematically presented, and workbooks and supplementary materials provide reinforcement of the lesson. Because it is systematically presented, the teacher can diagnose specific areas of weakness and provide additional programs and supplementary materials to remediate difficulties. The stories in each reader, for example, specify particular letters to be stressed in each reading. The teacher can specify a particular remediation if a child experiences problems with the text of the story, based on the letters that were used.

For children who make reversals, the cursive style print may eliminate letter and word confusion from the onset. The content of the workbooks and readers are topics of interest to young children. The stories and pictures depict for the most part, concrete, familiar objects, and so offer possibilities for vocabulary enrichment, expression and comprehension.

Letter by Letter may be used in total, as a beginning reading program, for children suspected of having visual perceptual difficulties and auditory memory and comprehension strengths. It is organized in such a way that the resource room teacher or tutor may supplement lessons where needed. For example, the letter-by-letter workbooks may be supplemented by beginning phonics workbooks, depending on the needs of the child. In modifying the program, the special educator must also determine criterion mastery levels, since Letter by Letter offers no student evaluation procedures.

Letter by Letter may be utilized as a beginning reading program in resource rooms and classrooms for the learning disabled. Sections of the entire program may be used where indicated, by the special education or reading tutor for remediation purposes.

Leyendo Para Comprender

Citation

Publisher - Continental Press, Inc.
Elizabethtown, Pa 17022

Price - Complete set $4.50
(includes teacher's key)

Leyendo Para Comprender provides short, interesting reading selections and follow-up questions to develop comprehension skills.

Each of the sixteen selections contains about four or five numbered paragraphs and an accompanying illustration. Selections include informative stories about animals such as penguins, coyotes, starfish and jellyfish, followed by seven multiple-choice questions geared to test literal recall, inference, etc. The reading is directed by a question preceding the passage itself.

Specific Suitability for Children with Special Needs

Designed for readers on the second grade level, Leyendo Para Comprender offers the Spanish-speaking child supplementary exercises in reading comprehension. The series is appropriate for any child experiencing difficulty understanding what he/she reads. The short paragraphs, the informative selections, the directed reading question and the format of the questions recommend this program for use with the learning disabled, mentally retarded or emotionally disturned child. It can be used as independent work, or as a teacher-directed activity.

Libros de Lectura Series

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price -		
	Per book	$2.50
	Per workbook	1.00
	Set (5 books, 5 workbooks)	17.50

Libros de Lectura is a series of five readers designed to capture the imagination and interest of the beginning reader. Phonetic principles underly the content of each story and poem. Pictures in color accompany the readings and illustrate the various themes presented. Titles include: "Casabel - Level I", "Sonrisas - Level II", "Alegrias - Level III", "Maravillas - Level IV" and "Trianfos - Level V". Workbooks accompany each level to develop specific skill areas.

Specific Suitability for Children with Special Needs

Libros de Lectura offers the special education teacher an interesting supplement to beginning reading programs. For the exceptional child who needs additional practice in reading skills -- decoding, phrasing, silent or oral reading, comprehension -- these books and workbooks can readily supplement a controlled vocabulary, phonetic-linguistic reading program.

Reading and Writing Series

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Price - Per filmstrip $6.00
Per set (10 filmstrips) 57.00

The Reading and Writing Series is a set of 10 black and white filmstrips designed to improve reading and writing in Spanish. Skills are reinforced as the child actively participates with the action of the filmstrip. A teacher's guide in Spanish is included to explain the filmstrip and offer suggestions for its use. Titles include: "Lalo Lee", "Lalo Escribe", "El Nene es Natalio", "Sale el Sol", "Pepe es el Papá", "El Burro es Palomo", "Llegó Felipe", "Noche de Despedida", "Trabajan y Estudian" and "Que sean Felicas".

Specific Suitability for Children with Special Needs

Because it provides a cross modality approach to reading and writing in Spanish, the Reading and Writing Series has a broad applicability to special programs. Combining a visual and auditory stimulus with motor activity gives the learning disabled or mentally retarded child added reinforcement of basic reading and writing skills. The built-in appeal of a filmstrip provides motivation for reluctant learners. The filmstrip format is best used with small groups and can be presented in a self-contained classroom, a resource room, transitional primary grades or anywhere a multi-sensory supplement to reading and writing programs is indicated.

Rompecabezas de Nombres

Citation

Publisher - Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Price - $4.75

Rompecabezas de Nombres is a series of 50 puzzles, divided into two color-coded categories of differing degrees of difficulty. One half of the puzzle card features the picture of an object. The lower part of the puzzle contains the name of the object. Since the jagged zig-zag edges of the puzzle interlock only if the object and word belong together, the activity is self correcting.

The puzzles can be used individually or within a group to enrich speaking and written Spanish vocabulary.

Specific Suitability for Children with Special Needs

Rompecabezas de Nombres offer the special education teacher many possibilities for skill development. Vocabulary development can be enhanced by the clear illustrations represented in the puzzle. Visual memory is trained as the child learns to associate appropriate words and objects. A sight-word vocabulary can be developed by asking the child to read the word before matching it with its picture. The puzzles are easy to assemble, providing training in visual-motor integration without undue frustration.

Rompecabezas de Nombres can be utilized in a variety of special education settings. It can augment reading instruction, improve vocabulary and provide suitable visual-motor integration activities for young Spanish-speaking special education pupils.

Saeta Series

Citation

Publisher - Santillana Publishing Co., Inc.
575 Lexington Avenue
Dept. 1122
New York, New York 10022

Prices -

	List	School
Textbook	$ 2.62	$ 2.23
Veleta (workbooks)	.60	.51
Saeta teacher's guide	11.38	9.67
Saeta Kit	25.72	21.86
Saeta Kit teacher's guide	13.23	11.25
Saeta CRA (Sistema de Evaluacion Basada en Criterios)	3.95	3.35
Saeta Pupil's Progress Report	1.00	.85

Saeta is designed as a pre-reading and pre-writing program appropriate at the end of kindergarten and the beginning of first grade. It features three textbooks (El Molino, La Piragua, La Noria) and 10 corresponding workbooks (Veleta). In addition, a pre-reading and primer test and included to assess the child's progress, along with a detailed teacher's guide. A criteria-referenced assessment program is available with the Saeta Kit.

El Molino, the first textbook in the series, relates seven tales in picture book fashion. Workbooks I & II accompany El Molino and contain pre-reading, pre-writing and comprehension exercises. La Piragua offers more stories in a comic book-like format. Workbooks 3-7 parallel La Piragua and include exercises in writing and reading skills. La Noria is the final book of the series and emphasizes more advanced reading skills such as phrasing, sequencing, and sentence construction. Workbooks 8-10 augment these skills.

Specific Suitability for Children with Special Needs

The Saeta series offers the special educator many remedial possibilities. As a bridge between readiness and reading skills, Saeta provides an extra transitional step for those children who need more reinforcement before approaching reading work. In a resource room, it may be used as a supplementary or tutorial program to augment regular kindergarten or first grade work. Saeta may be used as an alternative program for a child who failed to learn by another method. In a self-contained class situation, it may find use, with additional materials, as a pre-reading program.

Spanish Basics Series

Citation

Publisher - Bilingual Educational Services
P.O. Box 669
1603 Hope Street
South Pasadena, California 91030

Prices -		
	Language Book	$2.75
	Child's Language Workbook	2.45
	Reading Book	2.75
	Child's Writing Workbook	1.45
	Teacher's Guide	4.75
	Math Textbook	2.75
	Child's Math Workbook	2.45
	Teacher's Guide	4.75
	Nature & Society Textbook	2.75
	Child's Workbook	2.25
	Teacher's Guide	4.00
	Child's Workbook (Activity)	2.75
	Teacher's Book	4.75
	Light and Color Workbook	2.19
	Child's Workbook (Music)	3.29
	Teacher's Guide	3.29

The Spanish Basics Series provides a basic textbook program for Spanish-speaking children in grades one through six. Subjects included in grades one through four are: "Language and Reading", "Mathematics", "Science", "Activity Books" and "Movement and Music". "Activity Books" and "Movement and Music" are eliminated in grades five and six. Each content area contains a textbook, workbook, and teacher's guide. "Language and Reading" provides a Reading Book and a writing book, in addition.

Specific Suitability for Children with Special Needs

The Spanish Basics Series is suitable for the child who needs a structured program in language arts, mathematics, science, activities and music. As such, it is suitable for use in a self-contained class for emotionally disturbed children. It appears to lack the extra practice and reinforcement necessary for the learning disabled or mentally retarded Spanish child. However, with supplementary work and appropriate pacing of material determined by the child's diagnostic profile, this series could be effectively used as a core program in a variety of special class programs.

¡Que Bonito Es Leer!

Citation

Developers - C.A.N.B.B.E. Southwest Regional Adaptation Center Staff

Date - 1974

Publisher - D.Z.C.B.E.
6504 Tracer Lane
Austin, Texas 78721

Prices -

Guia para el masestro	$4.00
Cuaderno de ejercicios	3.00 each
Tarjetas relampago	2.70
Libros de lectura	2.40 for a set of 12 readers

Described as a supplementary Spanish primary language arts program, ¡Que Bonito Es Leer! concentrates on the development of decoding, encoding, comprehension, and interpretation skills. The student workbook is color coded to match alphabet cards and flash cards. The vocabulary is geared to match the reading lessons, and the lessons are sequentially arranged to build in length and in degree of difficulty.

Specific Suitability for Children with Special Needs

The flexibility of this program lends itself to a variety of uses by the special educator. The parts can be used together or separately and can enhance a more encompassing primary reading instruction program. The program would tend to serve the supplementary language arts practice needs of both mentally retarded and learning disabled children, and could be used in self-contained, resource room and tutorial environments.

Health and Science

El Camino Hacia La Buena Salud

Citation

Authors - Oscar Morales and Patti Hill, 1975 (CANBBE)
Distributor - D.A.C.B.E.
650A Tracor Lane
Austin, Texas 78721

Prices -		
Teacher's Guide		$2.00 (paperbound)
Workbooks	each	1.00
CANBBE Health posters		4.50 (set of eight)

This program includes eight units on health. Included in all units are the concepts relating to the need to keep bodies health, and the procedures which need to be taken to do so. All activities are preceded by lesson objectives.

Specific Suitability for Children with Special Needs

The teaching of health is an integral segment of all special education programs. The interest level indicated by the distributor encompasses the primary grades, and therefore, with the inclusion of the health posters would seem appropriate for use through the primary and intermediate levels with Spanish-speaking children with a variety of special education diagnostic labels. The special educator must, however, use with these materials the same caution always employed when exposing children who are emotionally disturbed to any materials which might provoke anxiety.

Primerios Descubrimientos en la Cienca: Los Animales

Citation

Author - Gretchen B. Teschner

Consultants - Marilyn L. Edgar, Helen E. Powers, Carmen Lagos de Signes

Publisher - Continental Press, Inc.
Elizabethtown, Pa. 17022

Price -		
	Complete set	$5.95
	Charts only	3.75
	Refill masters	3.00

Primerios Descubrimientos en la Cienca: Los Animales introduces basic concepts in science: classification of animals, what they eat, where they live, how they move, how they bear their young, and how they help people. Each concept is presented on a wall chart containing large, true-to-life illustrations which serve as aids to instruction and discussion. Worksheets reinforce each leasson with matching, selecting like and different items, and cutting and pasting activities.

Included is a teacher's guide which gives suggestions for discussion, background information and recommendations for additional activities. The guide is written in both Spanish and English.

Specific Suitability for Children with Special Needs

Primerios Descubrimientos en la Cienca: Los Animales offers concrete visual experience and reinforcement in science suitable for all types of exceptionality. This program provides the kind of unit activity in the discovery of nature that is particularly well-suited for self-contained special education classes. Because of the nature of the lessons, which are group and discussion oriented, the program does not seem particularly suitable for a resource room approach, when children appear for short periods of time for specific remediation support.

Primeros Descubrimientos en la Cienca: Las Plantas

Citation

Author - Gretchen B. Teschner

Consultants - Marilyn L. Edgar, Helen E. Powers, Carmen Lagos de Signes

Publisher - Continental Press, Inc.
Elizabethtown, Pa. 17022

Price -		
	Complete set	$5.95
	Charts only	3.75
	Refill masters	3.00

Primeros Descubrimientos en la Cienca: Las Plantas provides an introduction to the world of plants. Concepts presented discuss kinds of plants, habitats, flowers parts, ways that plants propogate, the necessity of air, water and sun for their growth, the various uses of plants and the different edible parts of plants. The lesson to be discussed is introduced via a wall chart illustrating each concept. Accompanying worksheets reinforce each lesson, and assure understanding of the concept through activities which include specifying similar or different items, matching, and cutting and pasting.

The teacher's guide give suggestions for the use of the material, along with background material.

Specific Suitability for Children with Special Needs

Primeros Descubrimientos en la Cienca: Las Plantas gives the Spanish-speaking special student the kind of tangible visual reinforcement in learning about plant life which is suitable for many categories and levels of exceptionality. The lessons contained in this unit seem appropriate for self-contained classes because the lessons revolve around group discussion and teacher directed activities. The curriculum moves from basic concepts to more difficult ideas in a sequential manner so the special educator could adapt the presentation of the materials to the needs and abilities of each specific group of children.

Early Childhood

Bilingual Early Childhood Program

Citation

Date - Initiated in 1968-69
Extensive Evaluation 1971-72
Continual Evaluation and Revision

Publisher - National Education Laboratory Publishers, Inc.
P.O. Box 1003
Austin, Texas 78764

Prices -

	List	Net
Classroom Package Level I	$664.00	$498.00
Spanish Manuals Level I	72.00	54.00
Classroom Package Level II	560.00	420.00
Spanish Manuals Level II	72.00	54.00
Classroom Package Level III	792.00	594.00

The Bilingual Early Childhood Program is a three-year sequential instructional program primarily designed for Spanish-speaking children from economically disadvantaged communities. Children may enter the Program at age three and move through Levels I, II, and III, or they may enter at age four and complete a two-year sequence of Levels II and III.

The Program is a developmental one, emphasizing the mastery of skills in visual, auditory, motor, pre-writing, and ideas and concepts. The areas of English syntax and vocabulary development are also included. The units included are presented in an approach which presents the lowest level of skill first, and proceeds systematically to increasingly higher levels. Therefore, the publishers emphatically direct that the instructional units be presented in order.

At each level, teacher guidebooks in both Spanish and English are provided, and, if bilingual expertise is one of the specified environmental goals of the user, the recommended language of instruction is specified for each lesson. Instructional Materials on each level include multi-media materials such as puzzles, transparencies, filmstrips, records, games, drawings, and photographs. Staff development materials for each Unit are also available, and have been designed to assist teachers and administrators in implementing the instructional program.

Specific Skill Areas by Level

Level I - Three-year-olds
- Visual Training
- Auditory Training
- Motor Training
- Ideas and Concepts

Level II- Four-year-olds
- Visual Training
- Auditory Training
- Motor Training
- Syntax of English
- English Vocabulary
- Ideas and Concepts

Level III-Five-year-olds
- Visual Training
- Auditory Training
- Motor Training
- Pre-Writing
- Syntax of English
- English Vocabulary
- Number Concepts
- Ideas and Concepts

Specific Suitability to Children with Special Needs

The Bilingual Early Childhood Program has been developed for average learning pre-school children. It also includes an English language development aspect which perhaps would not be appropriate for specific Spanish-dominant children with special learning needs. However, there is much to recommend this Program for use with a specific Spanish-dominant population of special education students.

1. The skill areas developed in the Program are those which are appropriate to many children with learning problems.
2. Because the units are developmentally ordered in regard to skill level, a special education teacher can no diagnostic teaching in terms of task analysis to ascertain which level would be appropriate for each child or groups of children.
3. The Program begins with the language and knowledge which the child brings to school, and are culturally relevant for the Spanish-speaking child.
4. Unit tests and mastery tests provide evaluation information which enables the special education teacher to individualize instruction.

Because of the seeming adaptability of the Units of Instruction, this Program could be specifically recommended for use with Spanish-dominant learning disabled and mentally retarded children from pre-school ages through the Primary Grades.

The publishers present a complete mini-catalogue describing the Program and also including data on evaluation findings to which the special educator is referred.

Bilingual Kindergarten

Citation

Developers - Southwest Educational Development Laboratory

Publisher - National Educational Laboratory Publishers, Inc.
P.O. Box 1003
Austin, Texas 78767

Price -

	List	Net
Teacher Training Kit	$108.00	$81.00
Classroom Package	560.00	420.00
Spanish Instructional Manuals	57.35	43.00

Bilingual Kindergarten is a multi-media system which is designed to aid in both teaching English to Spanish-speaking children and also in strengthening their Spanish-language abilities. It is the second component which will be described here.

The program is divided into seven elements only two of which have to do particularly with the English language. (English Vocabulary and English Syntax). The other five elements are in the areas of sensory-perceptual skills (visual, auditory, and motor), thinking and reasoning, and language. All materials are designed to increase the child's general knowledge, and to help develop a positive self concept.

Most lessons within the program are designed for small-group instruction, thus enabling the teacher to plan in terms of individual children, and to permit each child to proceed at his own rate of speed. In addition to the curriculum guides, the classroom set contains multimedia instructional materials including filmstrips, records, pictures, puzzles, letter and colorcards, spirit duplicating maters, flannelboard figures and transparencies. Unit tests, pretests, and mastery tests are also included.

Specific Suitability for Children with Special Needs

Although designed for normal children of kindergarten age, Bilingual Kindergarten presents activities in a number of areas of development which are appropriate for primary special education children within a number of diagnostic categories. Because of the breadth of the program, it would seem very suitable for use in self-contained environments for elementary mentally retarded or learning disabled children. However, the flexibility of the units could be a positive reason for using it in resource room or learning center environments. Because of the expense of the entire program, schools or school

systems with more than one special education facility for Spanish-speaking children might find this resource valuable as a material to be shared among teachers. Also, because of the inclusion of two units in development of English language skills, the entire kit may not be practical for purchase when English language fluency is not a goal of the special education program. At any rate, Bilingual Kindergarten is a valuable source of many activities needed by the elementary special education Spanish-speaking child. In addition to the description of the program found in the publisher's catalogue, a detailed prospectus is also available. The special educator is referred to this well developed prospectus so that the needs of his/her special children can be matched up with the elements of the program.

Early Childhood Education - Pre-School Textbooks

Citation

Author - S.A. Casals

Publisher - A.R.H.E., Inc.
505 Fifth Avenue
Suite 1402
New York, New York 10017

Prices -			
	Locomotora (3-4 years)		
	Workbooks I and II	each	$1.98
	Teacher's Manual		2.75
	Puff (ages 4-5)		
	Workbooks I and II	each	1.98
	Teacher's Manual		2.75
	Vivamos los cuentros (final stages of pre-school instruction)		
	Workbooks I, II, and III	each	2.10
	Teacher's Manual		2.98

This series of three levels employs a workbook approach for the development of skills in pre-writing, the basis of mathematics, spatial and temporal association, manual skills, and concrete and abstract expression. Beginning with Puff, the exercises are geared to a variety of topics including school, family, holidays, and the body. Vivamos los cuentos continues the theme approach using short stories used to initially introduce each skill, followed by a number of related activities.

Specific Suitability for Children with Special Needs

Although designed primarily for the pre-school child, the Early Childhood Pre-School Textbooks include a number of skill areas which need to be mastered by primary level mentally retarded and learning disabled children. The fact that the skill activities are associated with true-life situations and experiences makes them even more adaptable by the special educator to a variety of the needs of special children.

Preescolor Santillana

Citation

Publisher - Santillana Publishing Co., Inc.
575 Lexington Avenue
New York, NY 10022

Prices	List	School
Series A (six readers, 48 worksheets, 4 classroom posters, 1 teacher's guide)	$42.50	$36.13
Series B (six readers, 48 worksheets, 4 classroom posters, 1 teacher's guide)	42.50	36.13

Preescolar Santillana is a two-part series, designed to introduce thinking and perceptual skills necessary for learning. Suggested for kindergarten through second grade, and for special education, each series offers six storybooks, and coordinating task cards and posters. The readers in Series A and Series B include imaginative stories with full color illustrations. The task cards develop cognitive and psychomotor skills, such as enumeration, visual closure, vocabulary and language expression.

Specific Suitability for Children with Special Needs

Designed with special education classes in mind, Preescolar Santillana offers the special educator several advantagious features. Its flexibility allows the program to be used in a class, in a small group or individually. Task cards can be given as an individual work assignment or as a teacher directed lesson. The introduction of new material follows very small and gradual increments, allowing for slower pacing and individual mastery at each level.

Preescolar Santillana is appropriate as a beginning reading series for the learning disabled or mentally retarded child in any educational setting. It may also be utilized as a supplementary or tutorial program in a resource room. Since Preescolar Santillana is only a series of readers, the special educator will wish to supplement specific skill development exercises where indicated.

Redondel Series
Plan de Educacion Preescolar (Girasol y Serpentina)

Citation

Publisher - Santillana Publishing Co., Inc.
575 Lexington Avenue
New York, New York 10022

Prices -	List	Net
Girasol		
Teacher's Guide	$28.14	$23.92
Workbooks 1-15	14.18	12.08
Serpentina		
Teacher's Guide	28.14	23.92
Workbooks 1-9	8.50	7.23
Girasol-Serpantina posters	76.60	64.26

Redondel, including both Girasol and Serpantina, is designed to be a complete program to build the conceptual and social awareness that helps the child understand himself as an individual and as a member of the community. The two segments consist of 30 week courses each. Units, based upon a particular theme, develop skills in a number of specific areas.

Girasol, the first program in the series is geared to the conceptual development in the child 4 to 5 years of age, and Serpantina, the second program in the series is geared to the conceptual development of the child 5 to 6 years of age.

The Redondel Series, which is available in both Spanish and English, provides in its Girasol level activities to develop language, sensory skills, art, motor skills, and music. Serpantina, the higher level, incorporates all of the areas included in Girasol, plus a math readiness section.

Specific Suitability for Children with Special Needs

Young children with a variety of diagnostic labels could benefit from the variety of types of activities offered by the Redondel series. The Series provides readiness exercises in a variety of developmental areas. It would seem appropriate for use in a variety of both readiness and special education environments with children approximately 4 to 8 years of age depending upon level of capability.

Teacher References

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